



In sickness and in health™

Resilience

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Objectives for Today

Verbalize the definition of resiliency.

Identify 3 – 5 indicators of resiliency.

List 3 - 5 ways to build resiliency in the school setting.

What is resilience?

Ability to recover in challenges

Required to grow

Empowers us to feel competent

Nature and/or nurture

Enhance with effort and consistency

Man is a social animal

~ Aristotle

Anxiety

Normal, natural, built in through evolutionary processes

Response to the perception of future threat or danger

We need this to prepare for future potential difficulties

Some anxiety is needed in performance

Students that experience an ACE may have difficulty with

Attendance

Organization

Cause and Effect

Perspective Taking

Attentiveness

Self Soothing and Emotional Regulation

Emotional Intelligence is responsible for 58% of your performance. Travis Bradbury

Personal Competence

- ~ Self-awareness
- ~ Self-management

Social Competence

- ~ Social awareness
- ~ Relationship management

Children who develop resilience . . .

Better able to face disappointment

Learn from failure

Cope with loss

Adapt to change

Observe

~ determination, grit and perseverance to tackle problems and cope with the emotional challenges of school and life

Kintsugi



Resilience is a combination of:

Social competence

Optimism/Mastery

Purpose

Attachment to others, school and learning

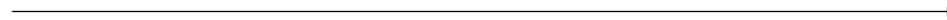
Problem-solving skills

Effective coping style

Positive self-image

Navy Seals

Mental Toughness
~ Mental Attitude



Difficulty

~ Self-esteem

Stewart Smith, a former Navy SEAL and author of The Complete Guide to Navy SEAL Fitness

“only positive adult attention I got was in school from some of the teachers. I knew which teachers liked me and I learned more from them. At home, there weren’t any adults who were interested in me, so school became my favorite place to be”



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Assessment

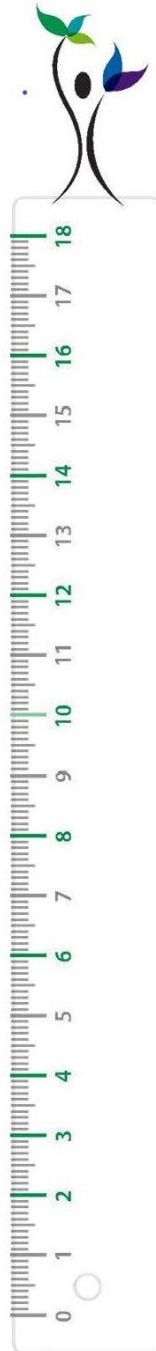
Part of understanding how you want to react is

- ~ Understanding how you do react
- ~ Where do those reactions come from
- ~ Identify how you want to respond, how will you respond if the student starts to struggle, what is the plan
- ~ Remember we all have bad days and difficult times and that is okay

Assessment

- ~ What is the perceived motive of the behavior, what is the function of the response
- ~ How do we prepare student to feel safe – think about tone, pitch & volume of voice, body language, engagement style
- ~ How can we help our adolescents to increase perspective taking skills

Emotional Development Scale



Age 18: Development of personal identity and move towards independence by setting goals. Planning for future (i.e. move away from home, going to college). Being able to tolerate disappointment and increased demonstration of critical thinking skills.

Age 16: More regular use of emotional self-regulation and distress tolerance skills. Ability to think of different possible outcomes and work towards goals when approaching a problem. Identify and understand core-beliefs. Quest to start moving towards independence away from parents (i.e. driving). Experimenting with different behaviors and ideas.

Age 14: Increase in use of critical thinking skills and development of abstract thinking. Heavily influenced by peers' opinions and judgments. Self-esteem will be influenced by peers' opinions. Will advocate for needs and start/practice setting boundaries with peers. Engaging in serious aggression, is rare. Aggressive behaviors are more verbal. Recognizes that outbursts have consequences.

Age 12: Starts to develop critical thinking skills and recognition of more than the obvious answer. Increase in empathy skills and understanding that others may have mixed feelings. Concerned with peer opinions and fitting in but should be able to handle limits and calm self when upset. May become frustrated with limits, due to wanting more immediate gratification.

Age 10: Reasoning becomes logical but if unable to solve problem may ignore or redefine the situation (may appear to lack responsibility). Empathy increases as emotional understanding improves. Start to see interest/concern about peer approval and social support. Develop internal skills for managing emotion.

Age 8: An increase in development of skills to manage peer interactions and social situations. Sensitivity to criticism and struggles with failure, tendency to be competitive and bossy. Peer influence emerges, concerned about being liked by their friends. Aggression is markedly decreased or nonexistent, may see physical reaction to communicate emotions (i.e. pouting when upset). Awareness of others and consideration for other's feelings and needs, especially if other is disadvantaged (understanding of benevolence). Decrease in black and white thinking pattern, able to understand "shades of gray". Fears are less based in imaginary objects.

Age 6: Ambition and responsibility are developed, greater understanding of causes and consequences, strategies for self-control expand. Able to utilize language to manage anger and significant decrease in aggressive behaviors. Temper tantrums, yelling, blaming, arguing behaviors should decrease or abate as the emotions become more regulated and language is more utilized to express emotions.

Age 4: Empathy and problem-solving emerges. May see decline in physical aggression (hitting, fighting, throwing things, etc) although may still see irritability, blaming. During frustration may exhibit infant behaviors. Can express basic emotions (happy, sad, proud and excited)

Ages 2-3: Temper tantrums, self-centered, and immediate satisfaction is hallmark. Often says "no" and shows lots of emotions (laughs, squeals, throws things, cries,). Use of external behaviors to express emotions (i.e. throwing and destroying property). Can play alone and does not need other involvement. Resists change.

Cognitive and Emotional Development

Assessing discrepancy between emotional and cognitive levels of development

Understanding different stages of emotional development

Considering emotional development when formulating expectations

Fostering emotional maturity

Values and Goals

What are the goals and mission of your school and your office

What is important to you

As a team, what is important

WAYS^{SMART} – Written, aligned, yours/teams, specific, measurable, achievable, realistic, timely

Communication

Blame versus understanding – outcome of blame

What happens with understanding and how we respond

Avoid power struggle while setting limits

Provide choice – “It’s your choice” vs. “You have to”

“What do you think you could do” vs “You’ll be okay”

Timing is important, circle back to discuss

Less is more

Traps



Assumption, when the child is sad, we say,
“What’s wrong?”

Leading Questions

“Did you have anxiety today?”

Hypervigilant during difficult times

Communicating to your Supports

Rating	Physical Symptoms	Thoughts	Emotions	Coping Skills
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				

Dealing with emotions

Allowing a child to experience discomfort

Growth Zone Chart

Solution notebook

Healthy coping strategies

Teach students how to cope

Understanding environmental triggers

Identify ways to respond to triggers

Teach internal coping and external coping
(progressive muscle relaxation, deep breathing,
visualization, humor, music, etc.)

Help to develop effective communication,
problem solving and resolution conflicts

Growth versus Fixed Mindset

Wow, that was great. You must have worked hard to be able to achieve it.

What have you learned from this experience today?

How would you identify your persistence today?

What can you do the next time in you are in the situation?

Building Resilience

“Bounce Back!” is an acronym for some of the foundational principles of resilience, specifically:

- B** – Bad times don’t last, and things get better.
- O** – Other people can only help if you share with them.
- U** – Unhelpful thinking only makes you feel worse.
- N** – Nobody is perfect: not you, not your friends, not your family, not anybody!
- C** – Concentrate on the good things in life, no matter how small.
- E** – Everybody suffers, everybody feels pain and experiences setbacks; they are a normal part of life.
- B** – Blame fairly: negative events are often a combination of things you did, things others did, and plain bad luck.
- A** – Accept what you can’t change and try to change what you can.
- C** – Catastrophizing makes things worse: don’t fall prey to believing in the worst interpretation.
- K** – Keep things in perspective. Even the worst moment is but one moment in life.

Create a plan

Outcome Goal: (example, development of resilience)

Expectations: (example, student needs to identify a mastery skill {way they have control in their environment})

Reward: Motivators for buy-in from staff and students

Obstacles to maintain expectations

Tips

Create safe place for students and staff

Model self-soothing

Self-care at home and school (physical, emotional, personal, breaks, supervision, etc.)

Predictability, routine, warn for transitions

Give choices, provide understanding

Maintain healthy boundaries

Avoid the downstairs brain responses

Follow through, follow up and be consistent

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